

4 month reporting date 7/18/07  
8 month reporting date 11/18/07  
12 month completion date 3/18/08 Received 03/14/2008  
Closed 4/07/08

## McCrossan Boys Ranch Improvement Plan/Progress Report Form

### Principle 3, Appropriate Evaluation:

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

The monitoring team found McCrossan students diagnosed as having an Attention Deficit Hyperactivity Disorder had not been evaluated in that area.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Student evaluations at McCrossan for students diagnosed with or suspected of having an Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder will include a standardized assessment designed to measure a student's characteristics of ADD/ADHD.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a McCrossan student is to be evaluated, who has been diagnosed with or suspected of having an Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, the student's evaluation will include a standardized assessment designed to measure a student's characteristics of ADD/ADHD to assist in developing the student's evaluation report and to determine Special Education eligibility 100% of the time.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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<p>1. What will the district do to improve? When completing an evaluation, McCrossan will use standardized ADD/ADHD assessments to assess a student diagnosed or suspected of having the disorder.</p> <p>What data will be given to SEP to verify this objective? McCrossan will provide the SEP with the total number of students evaluated who were diagnosed or suspected of having ADD/ADHD, and the total number of the students who had ADD/ADHD standardized assessments included in their comprehensive evaluation.</p>	<p>No Later than November 19, 2007</p>	<p>McCrossan Special Education Director and the Special Education Instructor</p>	<p>(completed by SEP)</p> <p><b>MET</b> <b>02/14/08</b></p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>Documentation submitted 2/08/08 reflected the completion of 5 evaluations for students suspected of or diagnosed with ADD/ADHD. All 5 students were assessed using Conners-Wells' Adolescent Self-Report Scale (CASS-L) and Conners' Parent/Teacher Rating Scale-Revised (CRS-R).</p>			

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## **Principle 5, Individualized Education Plan:**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

### **ARSD 24:05:27:01:05 Content of individualized education program**

A student's IEP must contain a statement of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), including how the student's disability affects the student's involvement and progress in the general curriculum.

The steering committee identified McCrossan Boys Ranch IEP PLAAFPs to be in need of improvement; however, the monitoring team concluded this to be an area needing intervention. In all PLAAFPs reviewed by the team, the functional assessment information was not skill specific. In addition, the team found some student PLAAFPs did not consistently address how the student's disability affected his performance and improvement in the general curriculum or include parent input.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

McCrossan will develop student PLAAFPs with skill specific information derived from functional assessments completed during the evaluation period, address how the student's disability affects his performance and improvement in the general curriculum, and include parent input.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing a student IEP, the McCrossan IEP team will include in the PLAAFPs functional assessment skill specific information, address how the student's disability affects his performance and improvement in the general curriculum, and

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include parent input 100% of the time.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?            The McCrossan Special Education Instructor will receive training pertaining to developing the PLAAFP based on student functional assessment information.</p> <p>What data will be given to SEP to verify this objective?            A letter will be sent to the SEP verifying the date the Special Education Instructor has received the training.</p>	June 1, 2007	McCrossan Special Education Instructor and Mary Borgman	<p><b>MET</b>  <b>02/14/08</b></p>
Please explain the data (4 month)			
Please explain the data (8 month)			
<p>Please explain the data (12 month)</p> <p>Annie Lanning, Special Education Teacher and Joan Frevik, SPED Coordinator attended the October 4<sup>th</sup> 2007 workshop hosted by Barb Boltjes and Chris Sargent in Oacoma, SD.</p> <p>Note: The special education teacher (1) employed at the time of review resigned her position effective June 30, 2007 to take a position with the Sioux Falls School District. A full time, permanent, certified replacement was hired on 9/18/2007. The October workshop was the first opportunity available for technical assistance training. The October 4<sup>th</sup> workshop was specifically designed to address the specific needs of specialized facilities and consequently the best and most timely option for DOE / SEP specified training.</p>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>

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<p>2. What will the district do to improve?          At an IEP team meeting, the team will use the functional assessment information gathered during the comprehensive evaluation to develop the PLAAFP with the student's skill specific strengths and needs.</p> <p>What data will be given to SEP to verify this objective?          The district will review all IEPs PLAAFPs. The total number of IEPs reviewed and the total number having PLAAFPs with skill specific information will be submitted to the SEP.</p>	<p>No later than          November          19, 2007</p>	<p>McCrossan          Special          Education          Director and          the Special          Education          Instructor</p>	<p>(completed by SEP)</p> <p><b>NOT MET          02/08/08</b></p> <p><b>MET          03/08</b></p>
Please explain the data (4 month)			
Please explain the data (8 month)			
<p>Please explain the data (12 month)</p> <p>Documentation submitted reflects 6 out of 6 IEPs were reviewed and all 6 were found to have PLAAFP statements written to reflect the results of functional assessments and identified each students' skill specific strengths and needs.</p> <p><b>Updated to reflect February 4, 2008 submission.</b>          Documentation submitted reflects 5 out of 5 IEPs were reviewed and all 5 were found to have PLAAFP statements written to reflect the results of functional assessments and identified each students' skill specific strengths and needs.</p>			
<p>3. What will the district do to improve?          McCrossan IEP teams will develop PLAAFPs with a statement of how the student's disability affects his performance and improvement in the general curriculum.</p> <p>What data will be given to SEP to verify this objective?          The district will review all IEPs completed and send the SEP the number of IEPs reviewed and the number that have PLAAFPs that document how the student's disability affects his</p>	<p>No Later than          November          19<sup>th</sup></p>	<p>McCrossan          Special          Education          Director and          the Special          Education          Instructor</p>	<p><b>NOT MET          02/14/08</b></p> <p><b>MET          03/08</b></p>

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performance and improvement in the general curriculum.			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)  Documentation submitted includes 6 Individualized Education Plans written where 100% (6 out of 6) IEPs include PLAAFP statements referencing specific skill information in regard to each student's strengths and needs and how the disability effects the student's involvement and progress in the general education curriculum.  <b>Updated to reflect February 4, 2008 submission.</b>  Documentation submitted includes 5 Individualized Education Plans written where 100% (5 out of 5) IEPs include PLAAFP statements describing how the disability effects the student's involvement and progress in the general education curriculum.			
4. What will the district do to improve? At IEP meetings, whether at the school or via teleconference, McCrossan will ensure the student's PLAAFP includes parent input.  What data will be given to SEP to verify this objective? The total number of IEPs completed and the number having parent input in the PLAAFP will be sent to the SEP. Should a parent not attend the IEP meeting, McCrossan will include that information in the data sent to the SEP.	No Later than November 19 <sup>th</sup>	McCrossan Special Education Director and the Special Education Instructor	<b>MET</b> <b>02/14/08</b>
Please explain the data (4 month)			
Please explain the data (8 month)			
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Documentation submitted includes 6 Individualized Education Plans written wherein 100% (6 out of 6) IEPs include parental input. One meeting was held without the parent was present (DB). Although the parent signed consent for evaluation and agreed to the meeting date established at that time, she did not arrive for the meeting. Given she does not have a phone we continue to attempt contact at her physical address to review the evaluation results and accompanying IEP. Notations are included on the IEP (submitted to DOE) accordingly.